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ABSTRACT

The publication was developed to provide cursory information about the people, places, and things essential to career and vocational education that may be seen at the Comprehensive Illinois Occupational Education Demonstration Center (CIOEDC) in Joliet, Illinois. The CIOEDC was designed to demonstrate several K-14 career and vocational education activities and programs that were originally sponsored by the Illinois Division of Vocational and Technical Education. Information is included on a series of five conferences (between October, 1975 and May, 1976) to provide visitors with an opportunity to observe these programs in operation. The following Projects are described with narrative and photographs: ABLE (Authentic, Basic, Life-centered Education), JOLIET (Job-Orientation Linking Industry and Education Today), WECEP (Work Experience Career Exploration Program), nucleonics course, career education grades 9-12, consumer and homemaking program, SIVE (System for Individualizing Vocational Education), computerized vocational information system, technical mathematics and physics programs, industrial engineering, preparedness program (for the unemployed, underemployed, and disadvantaged), a followup system for vocational education graduates, IOCP (Illinois Occupational Curriculum Project), a three-phase evaluation of occupational education programs, and the participating grade school, high school, and junior college districts in Joliet. (Author/MS)

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Innovations in Education

U S DEPARTMENT OF HEALTH
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EDUCATION

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in Joliet, Illinois

Exemplary career and vocational education activities originally developed in cooperation with the Illinois Division of Vocational and Technical Education.

Demonstrated in Five Conferences

1. the people

2. the places

3. the things

4. the conferences

that make up the
Demonstration Center

Comprehensive Illinois Occupational Education Demonstration Center

The CIOEDC is designed to demonstrate several K-14 Career and Vocational Education activities that were originally sponsored by the Illinois Division of Vocational and Technical Education. A series of five conferences are planned to provide visitors with information and the opportunity to observe these activities in a natural setting. Educators, legislators, businessmen and the general public are invited to participate as we demonstrate how these programs operate when they are a part of a total program serving more than 25,000 students. This publication has been developed to provide cursory information about the people, places, and things which are essential to Career and Vocational Education that may be seen at the innovative Joliet Demonstration Center.

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"Bridging the gap between innovation development and innovation implementation."

learning to learn learning to live

"From the very beginning of formal education, school experiences must arouse curiosity, encourage initiative, provide new alternatives, clarify attitudes and values, and help every individual establish life goals. The entire community and an individual's total environment must be utilized in this educational process. School curriculum and materials must relate to people and their daily lives. Teachers must organize learning experiences around life centered themes. These are not new directions, but they are newly recognized needs. We have been charged with the responsibility of demonstrating how those needs can be met through sound programs of Career and Vocational Education. We accept that charge willingly, for Career and Vocational Education are what we believe in. We take them seriously."

Tom Boldrey

Director, CIOEDC

learning to make a living . . .

authentic, basic, life-centered education

project ABLE

Asking questions is the essence of learning. Students of an early age learn how to ask relevant questions as an extension of their own natural curiosity. Children desire contact with active adults for both love and information. ABLE is founded on the above principles.

By deliberate design the concepts and processes of ABLE are easily integrated into the curriculum. ABLE is not an add-on. As a part of ABLE, children learn to interview adults. Youngsters form their own questions, sometimes with help, to find out about jobs, career decisions, hobbies and leisure time activities. Students ask questions teachers may not have thought to ask. Classroom learning comes alive when students find out what **they** want to know.

Once students master their first interview, they seem to never stop their inquiry. School achievement is greatly enhanced as students naturally sharpen their communication skills in speaking, writing, and listening. Teachers like the ABLE approach too. Activities in art, social studies, math, and other school subjects easily extend from interviewing experiences. Interviewing skills are utilized in the classroom as well as on career visits to the community where there is an opportunity for talking to adults where they work.

Organizing classroom activities around world of work themes is the second component of ABLE. Mock situations, role-playing, and simulations all contribute to actively involving students in the learning process and clarifying attitudes about work. When youngsters run a store, a fashion design agency, or operate a restaurant right in their own classroom, school becomes the focus of visible learning.

When teachers use ABLE, they realize the gold mine of educational resources that are right before their very eyes. Both teachers and their students discover the excitement when learning goes beyond the textbook.

job-orientation linking industry and education today

project JOLIET

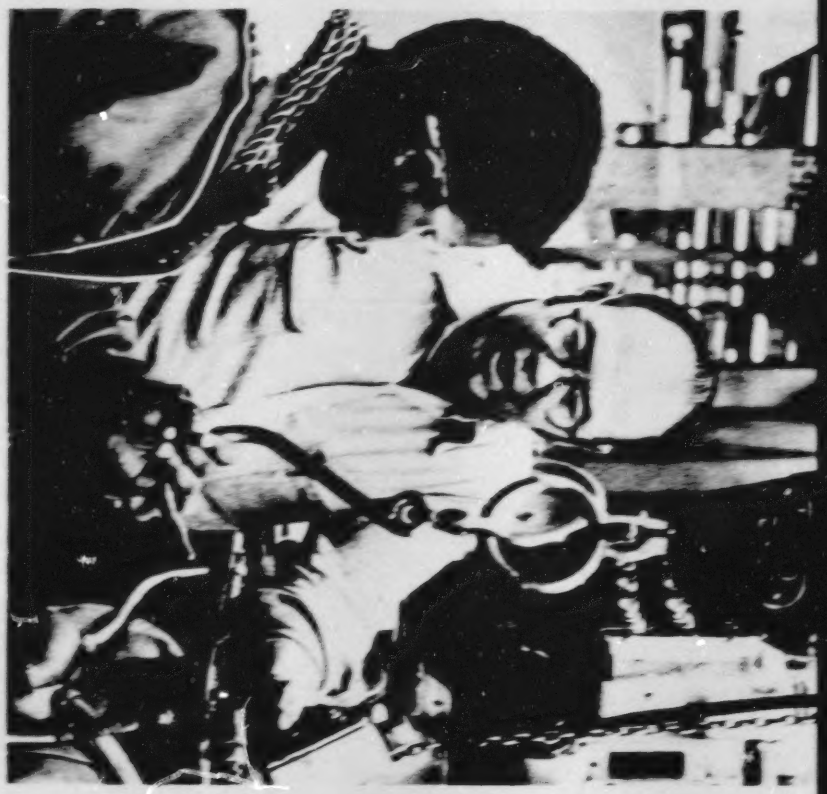
Project JOLIET is living evidence of strong community involvement for the betterment of education. It embraces the heart of career education by utilizing the community as a classroom, and like Project ABLE, emphasizes interviewing and world of work themes. In 1970, the concepts of this program were formulated as community leaders and educators grappled with the problems of dropout prevention, their solution being the "Community Classroom" concept.

"Community Classroom" was coined to refer to planned, structured career visits to business, industry and government facilities. These community classroom visits differ from conventional field trips by emphasizing active student participation and focusing on people, not products. At each facility, small groups of students interview a broad cross section of workers at their formal work stations, and wherever feasible, perform "hands-on" tasks that are part of the daily work routine. Groups complete a partially finished blueprint, put a final decoration on a cake, or make change from a cash register. At each station, workers are observed using the same academic and social skills studied in school, illustrating such concepts as accuracy and the need for math.

When factory workers or parents talk with students about their jobs, a sense of pride is evident. In fact, employers have a waiting list of their employees who are anxious to become a part of community classrooms.

Although Community Classrooms were originally conceived and conducted for junior high, teachers from preschool through eighth grade utilize the basic format. Visits are more structured for junior high, while primary teachers use their discretion in the people and places they see. Classroom activities are interspersed with follow-up experiences, whether they are in-depth studies of transportation or a visit to a turkey farm.

Project JOLIET is a grass roots career awareness program; its mainstay is strong local support, not reliance on outside funding. It is this support which has given credence to its stability and steady growth. Community support is a **must**, in Joliet, it's outstanding.



WECEP

work experience career

Too many persons leave our educational system deficient in the basic academic skills; some because they suffer the effects of broken homes, poverty, or drug abuse, but others simply because they fail to see meaningful relationships between what they are being asked to learn in school, and what they will do when they leave the educational system. Too many students become dropout statistics.

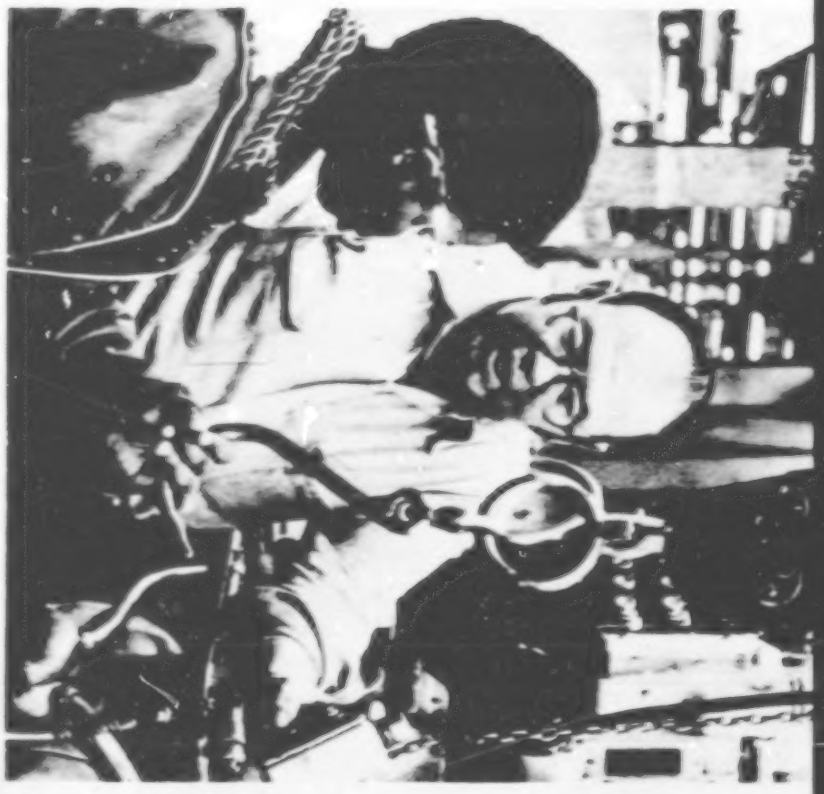
The Work Experience and Career Exploration Program, is designed to help the 14-15 year old potential dropout before he becomes a statistic. There are six key components to the WECEP Program: 1) job placement; 2) related classroom instruction; 3) a systematic approach to develop career awareness; 4) a high degree of individualized attention, socially and academically; 5) peer group support; and 6) self-help activities.

A great deal of emphasis has been placed on a high degree of personalized attention as well as many "self-help" activities. In this way, the students receive support and guidance from their coordinator, but must also take responsibility for their own actions.

Candidates are screened by the WECEP staff and accepted into the program on the basis of referrals and staffings by teachers, counselors, deans and others. Students themselves must express a desire to work and improve. A Child Labor Law exemption allows WECEP students to work 20 hours per week for which they receive salary and school credit. In addition to their job, they attend regular and work related classes. Positive outcomes of WECEP Programs have received the noteworthy laurels as evidenced by recent national legislation that extends the exemptions for WECEP students for several years.

Two main factors are attributed to the success of WECEP. The family-like comraderie of the program reinforces the students' natural instinct to succeed. But equally important is the schools' and community's commitment to these kids. Kids who often thought no one cared.

exploration program



WILL GRUNDY
MANUFACTURERS
ASSOCIATION

career education 9-12

The Career Education 9-12 program is a system to improve school-community linkages best explained in terms of community resources. These resources are the core of career and vocational education. They are the people, places, and things outside the classroom which explicate the real world and the skills needed to make it—on the job or at home.

Career education 9-12 is not a career education curriculum or an instructional program for high school students, but a liaison system between education and the entire community. The system operates under the direction of a Community Resource Coordinator. This person plays a key role in recruiting and orienting local community people to contribute their time and expertise. However, it is not all a one way street, since the general public gains better insight into the real operations of education when they themselves become active participants in the process.

A liaison person serves a variety of functions, from paving the way for career visits to setting up work stations for students. Opportunities to gain work experience in conjunction with regular schooling are unequaled for exposure to the latest tools and modern equipment. The job seems endless, but so is the potential for expanding educational opportunities for students to learn about and prepare for life.

There must be thousands of teachers across the nation with files on community resources. That is also where the community resource coordinator fits in. Systematically collecting and filing is a must when the number of people visiting classrooms increases, the number of career visits increases, and the number of teachers doing career education increases.

consumer and homemaking education

The Consumer and Homemaking Program is designed for the person required to perform the dual role of wage earner and homemaker. Both male and female, married and single, have to cope with the realistic problems of learning how to, shop comparatively, do financial planning, figure income tax, use credit wisely, and obtain loans. In short, they learn to deal with the nitty-gritty of every day life.

Survival skills in today's consumer oriented society are much different than they once were. As high school youth become wage earners and reach social independence, it is increasingly important to learn how to effectively cope with daily decisions. Their health and welfare will depend on their own wise choices. Adverse factors such as misleading advertising, peer group pressure, social and cultural background, and poverty require special attention to obtain self sufficiency. In Illinois, Consumer and Homemaking programs are designed for high school and junior college students as well as adults, with special emphasis for the economically and educationally disadvantaged.

In Joliet teachers have individualized Consumer and Homemaking education for helping individuals to

- discover what they value in life
- make decisions to satisfy short- and long-term goals
- manage time, money and energy in reaching goals
- obtain goods and services (i.e. housing furnishings, clothing, food, personal items, medicine, recreation, health services, etc.)
- understand budgeting, comparison of prices, and installment buying
- be familiar with insurance, savings, investments, and taxes
- utilize consumer aids and community resources
- assume consumer rights and responsibilities

If we intend to provide students with the tools and survival skills they need, Consumer and Homemaking Education is not only important, it's imperative.

system for individualizing vocational education

SIVE

Everybody talks about it, but few do it. Individualized instruction is more than an educational platitude when teachers make up their own individualized learning modules.

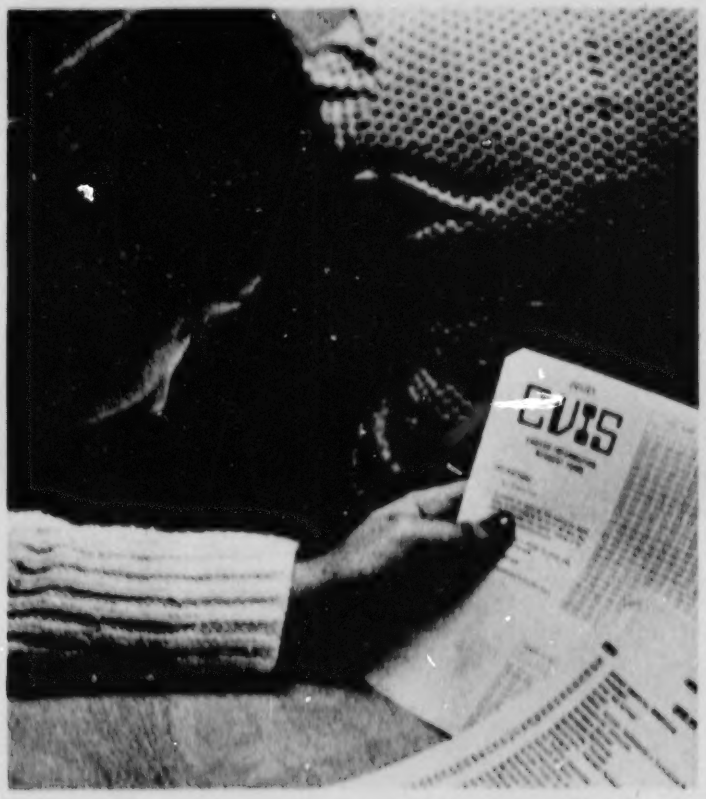
One of the best means of augmenting success in the classroom is to capitalize on the experience and talents of those who know what works. Teachers can receive mini grants for taking their own time to develop learning packages. For example, the basic operations of machines or a survey of the career potential of a given field can be detailed by making use of audio-visual techniques.

Developed in Skokie, Illinois, the System for Individualized Vocational Education is a vehicle that encourages teachers to individualize some aspect of their teaching to help solve a learning problem. In Joliet, the procedures are simplified and less detailed when applying for a mini grant to complete a SIVE Project. Teachers merely submit a proposal or discuss their ideas, delineating objectives and describing the best media for the instructional purpose. One of our goals is to encourage teacher initiative, capitalizing on teacher expertise.

The program works. Projects have been developed at Joliet Junior College and local secondary education schools in ecology, electricity, data processing, home economics, shorthand, technical physics, and several others. These learning modules make use of such tools as synchronized slide tapes or written linear programs.

When there's not enough classroom teachers to go around—SIVE may be your answer.

computerized vocational



want college info?
check with CVIS in
the career center.

information system

CVIS

The Computerized Vocational Information System is a long overdue, badly needed, career information library on a computer. Career decisions are increasingly difficult to make in today's society with nearly 22,000 job choices to select from. Adults and students both need accurate, up to date, and accessible information to help make these decisions. More than ever, teachers and counselors need current, reliable data on military careers, local job information, financial aids, scholarships, colleges, and job descriptions.

CVIS provides all this and more. Joliet's program is a modified version of the Willowbrook System developed in Villa Park, Illinois. Students, educational staff and community residents may fill out request forms anywhere, anytime—in the home, the classroom, counselor's office or supermarket. These requests are processed by the computer at Joliet Junior College one day and the results can be returned the next.

Aside from the obvious benefits of providing rapid and direct access to current career information, other advantages of Joliet's version are its relative low cost, ease of implementation, and the ability to serve the entire community. Joliet's CVIS produces results—yet uses a smaller, less expensive computer not requiring additional, complex data processing or electronic equipment.

'23

technical mathematics

Why have a Technical Math and Technical Physics course as opposed to regular math and physics? For the same reason that Texas colleges offer Cowboy English for their agricultural majors —it's tailored to the specific needs of a student pursuing a career of a highly technical nature.

Mathematics or physics can be more than stumbling blocks to students. They may also be the missing links between a youth and the career he or she is interested in.

The Tech Math and Physics programs are structurally identical, with only the course content differing from math to physics. Both utilize a "core" approach giving the needed basics to students no matter what their specific career aspirations might be. For instance, in math, this core material consists of measurement studies as well as a focus on developing precision and accuracy in using integral, fractional, and decimal measures. Emphasis is placed on improving the students' ability to add, subtract, multiply, divide measurements, use formulas, and work percentage problems.

After the core material is mastered, individualized study begins. Two general "tracks" are followed. Some students

(Continued on Page 21)

MAT
MAT
ICI

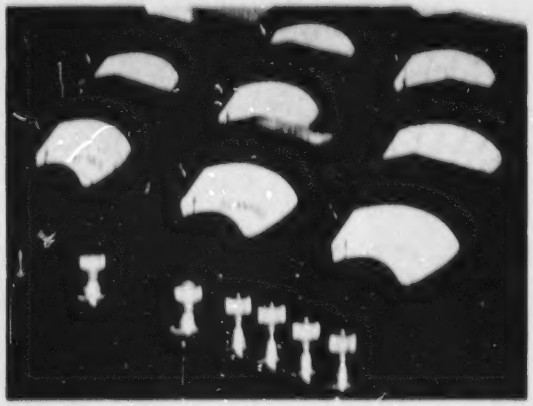
technical physics

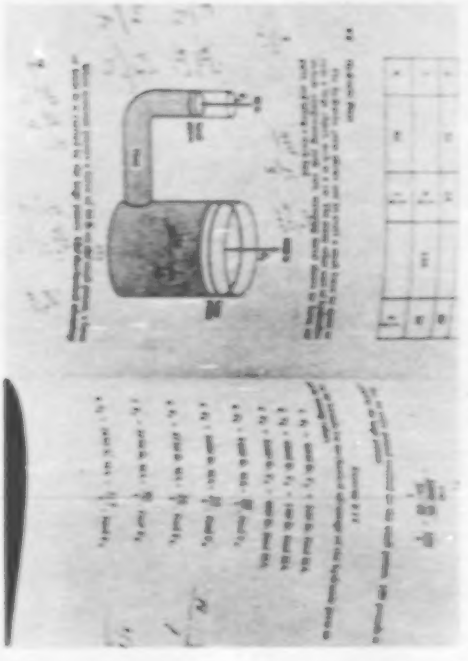
(Continued from Page 19)

pursuing careers in the technical areas who need a full year of math or physics study one set of modules, while those needing less take the other "track."

Those students in a technical area requiring one semester cover the core material, followed by a series of specially developed units written specifically for their needs. These individual units are based upon input from faculty in each specific technical area. For example, units in record keeping and payroll are available for those in the Automotive Program while units on power equations are available for those in the Electrician Certificate program. These students thus receive the training as well as the credit they need.

At the very outset, adaptations and modifications were necessary to meet the needs of Joliet Junior College students. The materials for the courses, originally developed at Parkland College, Champaign, Illinois, were designed for their own semester system, yet Joliet Junior College operates on a quarter system. But then, Tech Math and Tech Physics were neither meant to be static courses nor traditional academics. They were developed with a flexibility to meet the very specific needs of future technicians.





industrial engineering

Students do not have to earn a college degree to join the field of engineering. There are many jobs which may be filled by specialized technicians. The Industrial Technology Program has sufficient flexibility to not only prepare technicians for actual jobs, but also meet students' individual needs.

Local industries have been working with educators to outline the basic steps or job skills needed for becoming technicians. These are broken down by job function allowing students to progress through each step at their own pace. Participants may demonstrate their ability and advance either as part-time or full-time students. Options allow students to shift from day to evening classes during any session.

Industrial Engineering, as a result, provides ready-to-work die designers, drawing checkers, topographical draftsmen, tool room machinists, manufacturing engineers, numerical control programmers, and so on. Any graduate manifests skill competency by job function. That really means students are equipped with the pragmatic skills required to enter industry as technologists.

The Industrial Engineering Technology Program, developed at Morgane Valley Community College, Palos Hills, Illinois, has been integrated into the Mechanical Design and Mechanical Production Programs at Joliet Junior College.

preparedness

The woman out of the labor market for 20 years, the school dropout, the non-English speaking person, and the adult worker without a high school diploma—all may have need of the special services available in the Preparedness Program at Joliet Junior College.

The Preparedness Program seeks to help persons who fall in these categories by offering a package deal, resulting in individual career and educational "client" plans for each participant. These plans may include aptitude and general interest tests, career counseling, career exploration mini courses, or work in developing basic reading, writing, or computation skills. In order to accomplish the intent of these plans, skilled training is usually required. Wherever possible, job placement is included. There are four basic components to the Joliet Junior College's Program:

- Jobs for Women
- Early School Leavers
- Adult Basic Education, General Education Development Test preparation, and English as a second language
- Audio-tutorial laboratories for individualized math, reading and writing

The Preparedness Program attempts to identify and serve not only the underemployed or the unemployed, but also the educationally and economically disadvantaged. Its flexibility permits participants to utilize any four of its basic components simultaneously. An added plus is a policy which permits enrollment at any time during the school year. The result of Preparedness is career readiness.

Perscriptive individual client plans are the key to realizing career goals.

a system for follow-up of vocational education graduates

Parachute manufactures have a distinct disadvantage in consumer research—no feedback from customers with the greatest cause for complaints. That's not true of schools, however. We have an opportunity and obligation to know how we helped and how we failed.

A Follow-up system was designed and field tested for vocational education graduates by Eastern Illinois University staff. Joliet Township High Schools participated in piloting this system and now have modified it to suit local conditions. Instead of securing feedback from only vocational education graduates, all students are surveyed. Graduates and early school leavers are sent questionnaires which determine their employment status, level of education, and response to practical questions about how school prepared them for life.

After the questionnaires are mailed, the Follow-up Coordinator phones those individuals who haven't returned their forms. The completed questionnaires are then computerized for faster access and easier analysis. The accumulated data is useful in a number of ways. Results are compiled in respect to departments, which provides a reliable basis for curriculum planning and evaluation. Statistics for drop-out rates or job turnover for minority females can be readily determined. Research or longitudinal studies are feasible outcomes when the need is present.

Are the schools failing to prepare students for work? How do schools know if programs and courses are doing what they are designed for?

When you get right down to it, parachutes and schools have something in common—parachutes save lives; in a way, so do we.

IOCP the illinois occupational curriculum project

Planning, implementing, and evaluating career preparation programs

Predicting the future is nearly impossible, but effective program planning is not. The Illinois Occupational Curriculum Project, developed by Dwight Davis and Joe Borgen at Joliet Junior College, allows professional educators to improve their programs despite problems of limited manpower and financial resources.

IOCP is a systems package which includes management and evaluation strategies for the practicing educator who is concerned about developing and maintaining the best educational services for the community being served. A resource manual is published that delineates step-by-step procedures and guidelines as well as sample forms, letters, and survey instruments that are easily adopted or adapted. These materials and procedures stress the "how to" and not technical theory. IOCP has been utilized by classroom teachers and occupatianal administrators across the nation.

In Joliet, IOCP is fundamental to educational programs. It is used to develop departmental objectives, evaluate existing programs, assess the need for new programs, primarily for high school and junior colleges.

Now commercially available, the management package is composed of five sections:

- Management Strategies and Guidelines for Program Planning and Evaluation
- Activities for Program Identification
- Activities for Program Development
- Activities for Program Implementation
- Activities for Program Evaluation

IOCP is transportable. It is used to organize advisory boards in small rural schools and to determine the comprehensive work force in large metropolitan areas. Joliet is where it all started, and it's still going.

three phase system for statewide evaluation of occupational education programs in illinois

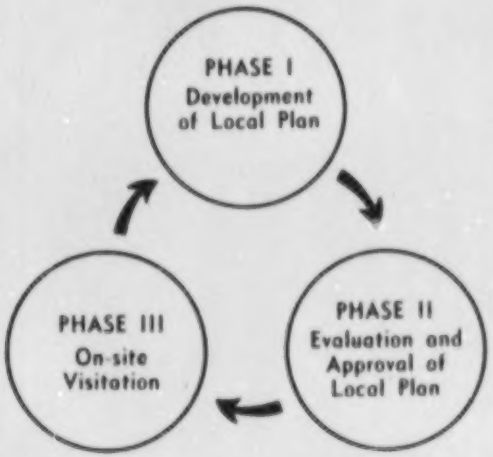
The Three-Phase Evaluation of Occupational Education Programs was developed to promote excellence in local programs and to assure an accountability of funds.

More than seven hundred local school districts in Illinois submit "One and Five Year Plans." In this first phase, local districts establish priorities and goals they wish to accomplish in the context of local conditions. This allows for autonomy that helps meet local needs and yet provides general direction for statewide programs. The Local Plan also serves as a basis for a contractual agreement between the district and Division of Vocational and Technical Education.

During Phase Two, the Local One and Five Year Plan is evaluated by DVTE staff. Local communities' programs must conform to standards of excellence and continuity. Prescriptive improvements may be suggested before approval status is granted, of not only each occupational course, but also the overall Local Plan.

Phase Three is evaluation. This last phase is more than a paper and pencil check list. On-site visits are conducted by teams of people outside the district. Visiting teams are comprised of administrators of vocational education, department chairmen and teachers, community people with experience in business and on advisory boards, professional educators at universities, students who have gone through career programs, and the DVTE staff. The function of this visitation team is to provide the district with a profile of their occupational program, suggest areas for improvement, and determine if the district's program operation is in conformance with the One and Five Year Plan.

Long hours, exhaustive interviews, and intensive discussions are necessary to pull together the final evaluation report that is presented to the local district and state staff. All this isn't easy, but the results pay off.



participating school districts

Joliet Public Grade School District 86 has a student population of more than 11,000, which, in the Fall of 1974, was composed of 1 per cent American Indian and Oriental, 8.7 per cent Spanish Surnamed Americans, 29.3 per cent Blacks and 61 per cent Caucasians. Some 700 certificated personnel staff the District's twenty-six attendance centers, including twenty-two grade schools and four junior highs.

The Joliet Township High Schools serve the largest urban population in Will County. In 1974, its 6,480 students included 19 per cent Black and 5.5 per cent Spanish Surnamed. The District operates three attendance centers, each of which includes grades 9 through 12. Nearly 400 certificated staff members are employed to implement the schools' curriculum, which is one of the most comprehensive in the nation.

Joliet Junior College, the first institution of its kind in the United States, was founded in 1901. Now as a Class I District, it serves the population of three counties. Presently serving almost 7,500 students, the college is in the middle of an expansion phase. Eight permanent buildings are completed and four more are planned. The faculty, which numbers more than 700, staffs some 90 different programs including general studies, social science, biological and physical sciences, liberal arts and sciences, and career education programs. Offerings also include one-year certificate and two-year associate degree programs.

In addition to the official activities of the Demonstration Center, there are numerous outstanding programs and courses in all three districts. District 86 pioneered a non-graded individualized curriculum K-6. Comprehensive special education programs beginning in pre-school are noted statewide. Extensive diagnostic and support services are available for children with special needs. The Learning Resource Center as well as specialized consultants augment the instructional program. All three districts operate bi-lingual programs and individualized language instruction.

Joliet's high schools offer 13 different cooperative education programs involving more than 400 employers and 1100 students. A 14 hour school day provides nearly unlimited scheduling possibilities. Specialized reading and mathematics programs make use of individualized instruction, remedial assistance, and the latest laboratory equipment. Comprehensive special education includes a behavioral disorders program, physically hearing impaired program, alternate school programs entitled RECYCLE, and the only high school autistic program in Illinois.

At the junior college, community service is a high priority. Students in the culinary arts program are taught by trained European and American chefs. Individualized audio-tutorial laboratories are available in secretarial skills, practical nursing, reading, writing, and mathematics. Graduates of the career programs may specialize in diverse areas from golf course management to fire science.

1. about the conferences

October 27-30, 1975 December 7-10, 1975 February 3-6, 1976

March 9-12, 1976 May, 3-6, 1976

format

The conference will begin the first evening with the registration banquet at one of the major motels at 7 30 p m A breakfast will be served on the first conference day at 7 45 a m in the Joliet Junior College

The five identical conferences are two and a half days in length The first evening is highlighted with a banquet featuring an eminent keyniate speaker The first morning of each conference is devoted to an overview/orientation session providing cursory information characterizing each activity On-site visitations are scheduled for the first afternoon, the second day, and the third morning Conference participants will be able to observe and talk with the people that live the programs and activities in their natural settings—elementary classrooms, nucleonics laboratories, or junior college facilities On-site visits will be scheduled for half-day blocks Panels comprised of administrators, teachers, and community people will present their perspectives on how things really work, and state staff will also be on hand to answer questions

frills

The evening of the first full conference day will offer visitors a pot-pourri of options such as films, exhibits and materials There will also be "buzz" sessions with teachers, administrators, university consultants, and Illinois Office of Education and the Illinois Division of Vocational and Technical Education staff

caution

Each conference has a maximum number of people it can accommodate Registration will be closed when that number is reached Early registration is, therefore, highly recommended

CIOEDC what it is and what it isn't

The Demonstration Center is not a show place for showing's sake, but the actual operation of activities in everyday situations. An abundance of free materials is not possible. Our assets are the people who live and work the nuts and bolts of Career and Vocational Education in the schools and in the community.

hospitality center

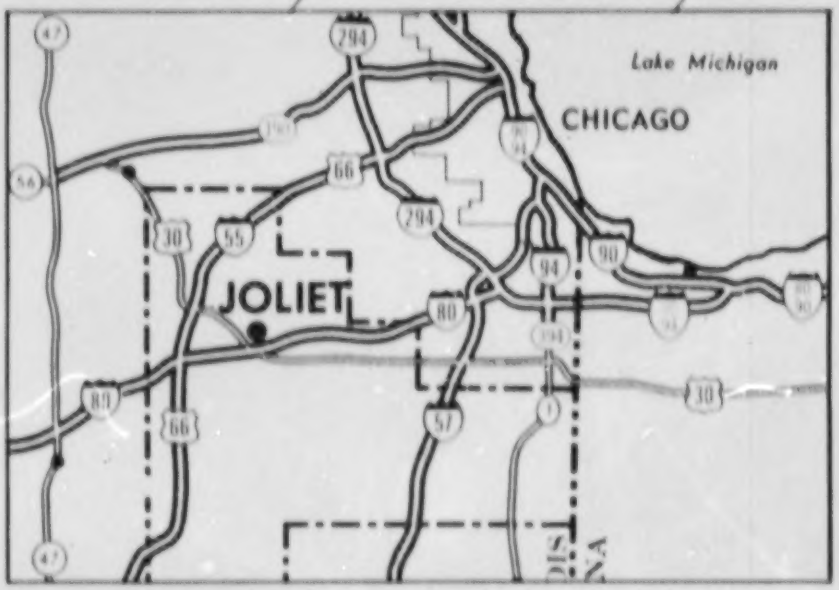
Conveniently located at Joliet Junior College, the Hospitality Center's major purpose is to serve you, the conference participant. The Center's staff will assist you in making arrangements for lodging, pass on important messages, provide you with directions, answer your questions, and generally help to make the conference more enjoyable.

CIOEDC Conference Hospitality Center
1216 Houbolt Avenue
Joliet, Illinois 60436
Telephone 815-729-9020

state contact

Mr. Charles Schickner, State Director
Comprehensive Illinois Occupational Education Demonstration Center Project
Illinois Office of Education
Division of Vocational and Technical Education
100 North First Street
Springfield, Illinois 62706

Illinois



2. five conferences

Participate in one of five identical conferences

October 27-30, 1975 **December 7-10, 1975** **February 3-6, 1976**

March 9-12, 1976 **May 3-6, 1976**

to examine and assess the adaptibility of these activities for your situation!

3. registration and fees

Please let us help you by registering in advance. This will assure you of a reservation at the conference of your choice and **save you money** as well!

Conference Fees		Conference Fees	
Advance Registration Rate	$25.00	**Late Registration Rate**	$40.00
Includes local transportation to and from activities, one breakfast, two luncheons, informational material		Includes local transportation to and from activities, one breakfast, two luncheons, informational material	
Registration Banquet	7.00	**Registration Banquet**	7.00
Total	$32.00	**Total**	$47.00

You can take advantage of the savings by registering 30 days prior to the conference you wish to attend. Registrations received less than 30 days ahead of time will cost **full** price. Any registration received at least a week in advance of the conference will be confirmed by mail. A one-week notice is required for a refund in the event you must cancel.

*Prices include taxes and gratuities.

Join Us..

4. meals

A banquet and three meals are planned during each conference. The banquet is a special feature ... you'll have a good dinner, hear a nationally known speaker and enjoy some other fun as well!

5. accommodations

We are expecting a tremendous response! As a result, reservations MUST be made through the CIOEDC Hospitality Center. Requests will be processed in the order they are received and we'll do our very best to give you your first choice. The motel will confirm the reservation directly to you. Rooms are held on a guaranteed basis, therefore, cancellations must be made through the motels by 6 p.m. of the arrival date or you will be billed by the motel.

6. transportation

Yes, you CAN get here from there! If you choose to drive, you'll find that Joliet is the hub of a network of Interstate highways. Chicago's O'Hare Field, the world's busiest airport, is just 45 miles away. Buses leave O'Hare for Joliet Monday through Friday at 11 a.m., 2 p.m. and 6 p.m. and Sundays at 2 and 6 p.m. The cost is $5.80 per person. Amtrak and Greyhound service is also available. And once you get here, we'll provide shuttle bus service between the motels and the demonstration activities at no extra cost to you.

CIOEDC

Comprehensive Illinois Occupational
Education Demonstration Center

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in cooperation with

Illinois Office of Education

Division of Vocational and Technical Education, Mr. Sherwood Dees, Director

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through

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